DOCUMENT RESUME

ED 060 496 24 CG 007 152

AUTHOR	Zimmer, Jules M.; And Others
TITLE	Categories of Counselors Behavior as Defined from Cross-Validated Factoral Descriptions.
INSTITUTION	Massachusetts Univ., Amherst. School of Education.
SPONS AGENCY	North Carolina State Dept. of Conservation and Development , Raleigh.
BUREAU NO	BR-9-A-003
PUB DATE	Feb 70
GRANT	OEG-1-9-09003-0102
NOTE	61p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Counseling; *Counselor Characteristics; *Counselor Performance; *Counselor Role; *Counselors; Counselor Training; Role Theory

ABSTRACT

The intent of the study was to explore and categorize counselor responses. Three separate filmed presentations were shown. Participating with the same client were Albert Ellis, Frederick Perls, and Carl Rogers. At the beginning of each counselor statement, a number was inserted in sequence and remained on the videotape until completion of that counselor statement. Each session was rated by over 600 respondents. They rated each numbered response on an optical scoring sheet using the Stupp Warm-Cold Scale. A further objective of the study was the determination of factors common to all three orientations and those unique to a single orientation. It was possible to develop from the counselor responses two unique styles of counseling-one was labeled as the Reconstructive style and the second as the Analytical Problem-Solving style. Counselors were trained in these two styles and conducted counseling sessions using both styles. Based on the sessions, it was concluded that client behavior varies as a function of counselor style. (RK)

ED 060496

BR 9-A-003
CG

CG 007 152

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CG 007 152

CG 007 152

Final Report
Project No. 9-A-003
Grant No. OEG-1-9-09003-0102

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CATEGORIES OF COUNSELOR BEHAVIOR AS DEFINED FROM CROSS-VALIDATED FACTORAL DESCRIPTIONS

Jules M. Zimmer
Lawrence Wightman
David L. McArthur

School of Education
University of Massachusetts
Amherst, Massachusetts 01002

February 1970

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Bureau of Research

Final Report
Project No. 9-A-003
Grant No. OEG-1-9-09003-0102

Categories of Counselor Behavior as Defined from Cross-Validated Factor Structures

Jules M. Zimmer
Lawrence Wightman
David L. McArthur

School of Education
University of Massachusetts

Amherst, Massachusetts 01002

February 1970

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF HEALTH,
EDUCATION AND WELFARE

Office of Education
National Center for
Educational Research & Development

Contents

	Page
Summary	1
Introduction	1
Review	2
Methods	2
Films	3
Films to videotape	3
Presentation of films	4
Source of population	4
Data processing	5
Program	5
Results	18
Factor Labels and Description	24
Application of Results	29
Conclusion	32
Bibliography	
Appendixes	
A. Standard Instructions	A1
B. Distribution of Subjects by Age	B1
C. Ellis, Principal Components Analysis	C1
D. Perls, Principal Components Analysis	D1
E. Rogers, Principal Components Analysis	E1
F. Ellis, Factor Loadings	F1
G. Perls, Factor Loadings	G1
H. Rogers, Factor Loadings	H1

List of Tables:

1. Ellis, Varimax Factor Variances	6
2. Perls, Varimax Factor Variances	6
3. Rogers, Varimax Factor Variances	7
4. Combined Varimax Factor Variances	8
5. Description of Factors, and Variables With Loadings Above .4000 on Combined Analysis	9
6. Chi-Square Comparisons of Two Styles on Averages of Client Verbal Indicators	28
7. Average Frequencies of Verbal Indicators for Each Style of Client Verbal Indicators	28

Summary

The intent of the study is to explore and categorize counselor responses. Three filmed presentations are conducted--one each by Albert Ellis, Frederick Perls, and Carl Rogers--with the same client. At the beginning of each counselor statement, a number was inserted in sequence and remained on the videotape until completion of that counselor statement. Each session was rated by over 600 respondents who rated each numbered response on an optical scoring sheet using the Strupp Warm-Cold Scale.

Each response for each counseling session was factor analyzed using principal components and varimax rotation procedures. Ten, twenty-three and eighteen factors in that order were extracted from the corresponding Ellis, Perls, Rogers sessions. One hundred twenty variables with high loadings on each factor were resubmitted for a combined analysis which yielded twenty-nine factors. A further objective of the study was the determination of factors common to all three orientations and those unique to a single orientation. The findings point to discrete counseling styles which are representative of their respective theoretical orientation. Each factor was operationally defined.

It was possible to develop from the counselor responses two unique styles of counseling--one was labeled as the Reconstructive style and the second as the Analytical Problem-Solving style. Each style was composed of six of the isolated counselor responses. Three counselors were trained in the use of the styles. Each counselor conducted four counseling sessions, two for each style. The verbal behavior of the 12 clients was analyzed and a chi-square test was used to compare the effects of the two styles. On five of the six dependent variables, the null hypothesis was rejected, supporting the conclusion that client behavior varies as a function of counselor style.

Introduction

The need to specify counselor goals is of paramount concern and interest. However, even if this could be done, confusion would still exist as to what process or processes control the outcome. As an example of confusion of process, Ryan and Krumboltz (1964), in an article entitled "Effects of Planned Reinforcement Counseling on Client Decision Making Behavior," do indeed specify outcome but fail to define "planned reinforcement" (i.e., counselor behavior as an S^D for the counselee). In the study the assumption was made that such statements as "I see," questions, paraphrases, etc., are all equally reinforcing. A study by Kennedy and Zimmer (1968) demonstrated that the maintenance of contingent behavior varies a great deal by class of verbal stimulus. It is necessary to specify counselor behavior in order to control the contingent behavior. In essence, it would be difficult to replicate the Ryan and Krumboltz study (or for that matter most studies dealing with social or verbal reinforcements in a "natural" setting) since they often are concerned with the effects of unclassified reinforcement.

This study is concerned with differentiated counselor responses, and exploring the parameters of such responses. Other related and yet discrete research concerns have to deal with counselor stimulus discrimination and counselee goals. We can relate strategies of contingency management (independent variables) to behavioral outcomes (dependent variables) only after we can, at the very least, classify and specify the independent variables. This study is another step toward identifying, classifying, and manipulating the amorphous independent variables of the counseling process.

The intent of the present study is to explore and operationalize counselor responses and their parameters. Description will be through an analysis of factor structures extracted from counseling sessions that are conducted by three counselors representing different theoretical orientations. The objectives of the present study, more specifically, are:

1. Cross validation of factor structures found in counselor communications, using statements of three counselors who are themselves major contributors to three different theoretical orientations in counseling;

2. Determination of both those factors common to all three orientations and those unique to single orientations; and

3. Description of each factor through an operational and linguistic definition.

Review

Most counseling assistance is conceptualized and described in terms of constructs; classically, client-centered counseling has been concerned with congruence, positive regard, and empathic understanding; Freudian psychotherapy has emphasized transference and regression; and behaviorism has focused on contingencies of stimulus and response. Operating from

such conceptions has tended to lull practitioners into "implicit" assumptions about what they are doing, which under the current theoretical rubrics and practices are not sufficiently explicit and point to the notion that the best way to be of assistance to the client is not known. Cartwright (1966), reporting on her research, concluded, "The range of verbal behavior open to psychoanalytic and client-centered therapists is not so very different given the goals they are pursuing; and since the goals for both types of treatment have a good deal in common these results should not be surprising (p. 527)." Cartwright then goes on to state that the responses used could well have a minimum of formal language properties, but what is crucial is the timing and application of the responses. However, what these formal language properties are has never been ascertained. Cartwright's findings are supported by Truax (1966), who described client-centered therapy from a behavioral orientation. Constructs as a way of describing what goes on in counseling are quite ambiguous and suspect, and often lead to competing constructs to explain the same processes. Obviously it is not a high order construct classically used in counseling jargon that accounts for the data.

In essence, students in the field of counseling and to some degree in teacher education have been told to behave "that way," (be empathic, be congruent, be warm, etc.). In establishing that the constructs are operating, many systems have been devised (Strupp, 1960; Raimey, 1948; Barrett-Lennard, 1962; Porter, 1943; Truax, 1961; etc.) that assume the constructs are operating and then proceed to measure them. It becomes apparent that we still do not know what counselors do, except in a highly intuitive way.

With current hardware such as video recording equipment and high-speed computers, it is now possible to take examples of interaction behavior and systematically sort out constructs and their factor structures (Zimmer and Park, 1967; Zimmer and Anderson, 1968; and Hackney and Zimmer, 1970). Facilitating characteristics as posed by Strupp (1960) and Rogers (1962) can be reduced to more definable linguistic characteristics, and handled by a factor analysis program.

Methods

Films

A film series entitled "Three Approaches to Psychotherapy," produced by Everett Shostrom, Psychological Films, Santa Ana, California, was selected for study as it represents three quite different theoretical approaches to counseling, as demonstrated by leading practitioners. A further advantage to this series is that the client is the same in all three cases. Dr. Albert Ellis (rational therapy) holds that the client should be led to forms of rationale in dealing with emotions, rather than concentrating on the less clearly defined and nonrational feelings. Dr. Carl Rogers (client-centered therapy) believes that proper exploration of the client's feelings can be supported by a warm and empathic counselor, and that the process itself is therapeutic. Dr. Frederick Perls (Gestalt therapy) defines the problem as one of individual habits and configurations of the client's thinking that go to influence his behavior.

Films to videotape

Each of the three films of the series "Three Approaches to Psychotherapy" was transferred to videotape by closed circuit video recording, with numerals inserted in sequence in the upper left corner of the screen by partial screen mixer from a second closed circuit video input. Numerals were displayed by slide projector, and read into the recording at the appropriate times by electronically mixing the two separate inputs. Dr. Ellis made 41 statements which were logged by the numbering system in this fashion, Dr. Perls made 100 statements, and Dr. Rogers made 68 statements.[1] The corresponding number for each counselor statement was shown as that statement was begun, and left on screen until completion of that statement. Some phrases from each counselor were excluded from numbering on a random basis for simplification and clarity in data collecting and handling. In some cases interjections by the client were ignored and a continued statement from the counselor treated as a single statement. A prologue, introduction, and summary presentation included in each of the commercial editions of the films were not shown.

Presentation of films

With videotape playback equipment and large screen monitors, each film was shown to more than 20 subjects at each showing. Order of film presentation was varied in six ways until over 100 subjects had viewed each combination:

Rogers, Perls, Ellis	N = 155
Ellis, Rogers, Perls	N = 110
Perls, Ellis, Rogers	N = 118
Rogers, Ellis, Perls	N = 129
Perls, Rogers, Ellis	N = 106
Ellis, Perls, Rogers	N = 113

At the beginning of each showing, subjects were given a pencil and three Optical Scan answer sheets. (Appendix A, standard instructions.) Slots are provided for name, grade, birthdate and sex, plus a number code which contained film order, specific film seen, and group. Subjects were instructed to complete these sections, and to read a brief explanation of the scale to be used in evaluating each numbered counselor statement as it appeared.

Recent studies by Zimmer and Park (1967), Zimmer and Anderson (1968), and Hackney and Zimmer (1970) have demonstrated that the same responses can be elicited using any number of constructs or scales such as empathy, positive regard, warm-cold, appropriateness of response. It was decided that the Strupp (1960) Cold-Warm Scale was an appropriate instrument.

---

[1] A complete typescript with statements numbered can be obtained by writing Dr. Jules M. Zimmer, Department of Education, University of California, Santa Barbara, CA 93106.

Coldness	Withholding	Neutrality	Giving	Warmth
Rejection	Milder		Milder	Acceptance
Sarcasm	degree		degree	Understanding
Cynicism	of 1		of 5	Tolerance
Derision				Empathy
Hostility				Respect
Criticism				
Brutality				

Questions were answered openly but briefly. The films were shown in order with a short break included between each for further questions and marking of the new code number for the next film and answer sheet. A fuller explanation of the nature of the study was given at the conclusion of each completed session of three films.

Source of population

A substantial portion of the subjects used in this study were first and second year students in their first semester of the undergraduate introductory psychology course at the University of Massachusetts, Amherst, Massachusetts. Three credits were earned by these subjects for their voluntary participation in this experiment, in partial fulfillment of their laboratory requirement in the course. Other groups included undergraduates at the University of Hartford (Connecticut) and at Greenfield (Massachusetts) Community College, and graduate students from the University of Massachusetts. There were no other remunerations for participation. To our knowledge, no subject had previously seen any of the films, and few had any significant training in counseling techniques. Appendix B shows relative distributions of ages of subjects by sex.

Data processing

Each Optical Scan response form was converted to punched cards by a Digitek Optical Scan reader. These cards were sorted by film code and alphabetized by name of subject, for each of the three separate factor analyses. Errors by subjects in use of the Optical Scan forms forced elimination of some response sets. The N's for each separate counselor analysis are:

Ellis, 41 variables	N = 707
Perls, 100 variables	N = 683
Rogers, 68 variables	N = 677

The extremely large N used in this study compensates for any discrepancy in number of variables associated with a given counselor.

Following an analysis of each separate counselor, a combined run of all matched sets of responses was constructed; total N of matched sets = 546. To handle this amount of data, it was necessary to reduce the number of variables selected from 209 to 120, the maximum limit of the current program. To accomplish this reduction, variables were selected from each counselor to fit the following proportion:

Ellis, 20%	variables = 24
Perls, 48%	variables = 58
Rogers, 32%	variables = 38

Selection of these variables for the combined run was determined by the highest ranked variable loadings in the factor matrices of the single counselor runs, sampling down the loadings to obtain the correct number of variables.

Program

The factor analysis program, originally from the Esso Corporation, was slightly adapted by the authors for use on the CDC 3600 computer, and for an increase in the number of variables to a maximum of 120. It computes means and standard deviations for all non-missing data, substituting the corresponding mean for missing data; it computes an intercorrelation matrix of the variables with unities in the diagonal; it extracts characteristics roots (lambdas) and as many principal components as there are lambdas greater than 1 (Guttman, 1954). It executes a varimax rotation of these principal components, which approaches Guttman's weakest lower bound with unities in the diagonal. For larger runs, a 2-bank memory storage must be used, as capacity is exceeded on a normal 1-bank memory.

Results

Tables 1, 2, and 3 present the varimax factor variances, percent and cumulative percent for the Ellis, Perls, and Rogers rotations, respectively. Ten factors were rotated for the Ellis data, accounting for 62.10% of the total variance, lambda of 0.87253 contributing 2.01%. Appendix C presents the Principal Components Analysis and complete Characteristic roots (lambdas) for the 41 variables in the Ellis data. Twenty-three factors were rotated for the Perls data, accounting for 61.93% of the total variance, lambda of 1.0143 contributing 1.01%. Appendix D presents complete data. Eighteen factors were rotated for the Rogers data, accounting for 63.06% of the total variance, lambda of .95999 contributing 1.41%. Appendix E gives complete data.

All lambda's above 1.000 were included in the varimax rotation. Appendixes F, G, and H present the factor loadings above .4000 and the corresponding variables for each factor on each separate analysis. For example, Appendix F presents the ten rotated factors for the Ellis data. Factor 1 has six variables above .4000, whereas Factor 9 has no variables above .4000 and consequently no variables are listed for that factor. Appendix G includes 23 rotated factors for the Perls analysis. Factor 2 has ten variables, and Factor 19 includes no variables as none was above .4000. The Rogers analysis is presented in Appendix H and includes 16 rotated factors. Factors 17 and 18 are not included as none of the variables had sufficiently high loadings.

Table 1. Ellis, Varimax Factor Variances

	Variance	Percent	Cumulative Pct
1	2.87116	13.94	13.94
2	4.41185	21.42	35.36
3	1.26898	6.16	41.53
4	2.56751	12.47	53.99
5	3.18264	16.45	69.45
6	1.85445	9.00	78.45
7	1.69195	8.22	86.67
8	1.50833	7.33	93.99
9	0.48894	2.37	97.37
10	0.74816	3.63	100.00
Sum	20.59446		

Table 2. Perls, Varimax Factor Variances

	Variance	Percent	Cumulative Pct
1	4.53094	13.24	13.24
2	4.10176	11.98	25.22
3	3.39949	9.93	35.15
4	2.15115	6.28	41.44
5	1.78211	5.21	46.64
6	4.79774	14.02	60.66
7	1.40047	4.09	64.75
8	1.21946	3.56	68.31
9	1.21739	3.56	71.87
10	0.80259	2.34	74.21
11	0.67449	1.97	76.18
12	2.22034	6.49	82.67
13	0.98694	2.88	85.55
14	1.41299	4.13	89.68
15	0.88164	2.58	92.26
16	0.98977	2.89	95.15
17	0.60294	1.76	96.91
18	1.05778	3.09	100.00
Sum	34.22998		

Table 3. Rogers, Varimax Factor Variances

	Variance	Percent	Cumulative Pct
1	3.09931	5.00	5.00
2	5.59024	9.02	14.02
3	3.57076	5.76	19.79
4	3.51278	5.67	25.46
5	2.74574	4.43	29.89
6	2.98300	4.81	34.70
7	3.80559	6.14	40.84
8	2.11782	3.42	44.26
9	2.69775	4.35	48.61
10	3.03315	4.90	53.51
11	2.52669	4.08	57.59
12	2.18770	3.53	61.12
13	2.30304	3.72	64.83
14	2.47513	3.99	68.83
15	1.60429	2.59	71.42
16	1.71326	2.76	74.18
17	2.51877	4.06	78.25
18	1.76241	2.84	81.09
19	1.43827	2.32	83.41
20	2.27080	3.66	87.08
21	3.56723	5.76	92.83
22	2.92635	4.72	97.56
23	1.51377	2.44	100.00
Sum	61.96386		

Variables with the highest loadings were selected to represent a particular factor except in cases that included variables with relatively low loadings. For example, variables 53, 54, and 55 with corresponding loadings of .74158, .67334, and .61611 respectively on Factor 1 of the Rogers study were included, whereas only variables 18 with a loading of .40211 on Factor 10 of the Rogers study was included. While the loading in Factor 10 is not as high as the first example, it was the only loading above .4000 that was extracted and consequently used to represent a discrete factor. The final 120 variables are then representative of a possible 51 factors that had been extracted on the three preliminary analyses.

The final analysis yielded 29 factors, accounting for 63.50% of the total variance, lambda of 1.01375 contributing .84%.

Table 4 presents the varimax factor variances for the 29 rotated factors. Factor 1 accounts for 8.44% of the variance and contributes the greatest to the total; and Factor 29 accounts for 1.52%.

Table 4. Combined Varimax Factor Variances

	Variance	Percent	Cumulative Pct
1	6.43425	8.44	8.44
2	4.08229	5.36	13.80
3	4.20108	5.51	19.32
4	3.25985	4.28	23.59
5	3.87677	5.09	28.68
6	3.46117	4.54	33.22
7	2.33536	3.06	36.29
8	2.19313	2.88	39.17
9	1.42784	1.87	41.04
10	2.21097	2.90	43.94
11	1.77788	2.33	46.28
12	2.19165	2.88	49.15
13	1.85490	2.43	51.59
14	3.46154	4.54	56.13
15	2.03705	2.67	58.80
16	3.07054	4.03	62.83
17	1.96933	2.58	65.42
18	2.43650	3.20	68.62
19	1.94071	2.55	71.16
20	1.68669	2.21	73.38
21	2.65648	3.49	76.86
22	1.77347	2.33	79.19
23	2.80799	3.69	82.87
24	2.85068	3.74	86.62
25	4.25626	5.59	92.20
26	1.94277	2.55	94.75
27	1.57959	2.07	96.82
28	1.26313	1.66	98.40
29	1.15617	1.52	100.00
Sum	76.19604		

Table 5 presents 28 factors extracted in the combined analysis. Included are descriptive titles which will be discussed in a later section, variable number and corresponding variable, and all loadings above .4000 in descending order. The twenty-ninth factor is not included as all factor loadings were below .4000. For example, variables 7, 8, 9, 10, and 16 are loaded on Factor 1 of the combined study, while for the Rogers study separately run they loaded on Factor 2. Of the 38 variables in the Rogers study, 32 appear on the combined study. Of 24 variables in the Ellis study, 22 loaded on the final study. Of the 58 Perls variables, 45 were loaded on the final study.

Table 5. Description of Factors, and Variables With Loadings Above .4000 on Combined Analysis

	Factor 1 **Rogers** **Clarification of Role Conflict**	
11.	And so it is quite clear that it isn't only her problem or the relationship with her, it's in you as well.	0.76023
10.	I see. It really cuts a little deeper. If she really knew you, would she, could she accept you.	0.72648
9.	Or she may think you are worse than you are.	0.71798
7.	You feel she'll suspect that, or she'll know something is not quite right?	0.70532
8.	And really both alternatives concern you. That she may think you're too good or better than you really are.	0.68526
12.	What can I accept myself as doing? And you realize that instead of sort of subterfuges so as to make sure that you're not caught or something, you realize that you are acting from guilt, is that it?	0.68435
16.	Yes, I get the disappointment--that here, a lot of these things that you thought you'd worked through, and now the guilts and the feeling that only a part of you is acceptable to anybody else.	0.53673
6.	Because what you really want is an answer.	0.52950
15.	And I guess I'd like to say, "No, I don't just want to let you just stew in your feelings," but on the other hand, I also feel that this is the kind of very private thing that I couldn't possibly answer for you. But I sure as anything will try to help you work toward your own answer. I don't know whether that makes any sense to you, but I mean it.	0.43802
56.	I expect none of us get it as often as we'd like, but I really do understand it.	0.40598
	Factor 2 **Perls** **Eliciting Assertive Verbal Behavior**	
36.	A showoff.	0.73565
35.	Say, "Fritz, you are a phony."	0.70587
37.	Yeh.	0.67291
38.	To know the answers is not really human?	0.61974
33.	Say, "You are a phony."	0.56214

Table 5 (continued)

Factor 3
Ellis
Rhetorical Question

10.	That you were an average Jane Doe. Now would that be so terrible? It would be inconvenient. It would be unpleasant. You wouldn't want it, but would you get an emotion like shyness, embarrassment, shame out of just believing that maybe I'm going to end up like Jane Doe?	-0.70277
9.	Well, let's just suppose for the sake of argument at the moment, that that were so.	-0.66402
14.	That's right. But isn't that a vote of nonconfidence in you, an essential vote of nonconfidence?	-0.65414
11.	Well, I don't think you could because you would still have to be saying on some level, as I think you've just said, "And it would be very bad. It would be terrible. I would be a no-good-nik if I were just Jane Doe."	-0.64360
12.	Well, it's not necessarily so, you would never--you really mean your chances would be reduced because we know some icky girls who get some splendid men, don't we?	-0.63071
13.	So you are generalizing there. You are saying, "It probably would be that I'd have a more difficult time," but then you are jumping to, "Therefore, I'd never get it at all." You see the catastrophizing there, that you have jumped to?	-0.60749
15.	And the nonconfidence is because you are saying, (1) "I don't want to miss out on things. I would like to get the kind of a man I want and be, in your words, 'a superior kind of girl who gets a superior kind of man.' But if I don't, then I'm practically on the other side of the chain completely, a no-good-nik, somebody who'll never get anything that I want." Which is quite an extreme away, isn't it?	-0.51197

Factor 4
Perls
Process Potential

75.	Now go back to your safe corner. Because we have to part very soon. You stay in your safe corner and you came out for a moment. You merely met me, could get a little bit angry with me. Now go back to your safety.	-0.61193
77.	Say this again.	-0.60740
74.	That's verbage. You are not--you are getting back into your safe corner.	-0.60713
76.	You mustn't cry in my presence.	-0.55548
73.	Never mind. But you want, you need respect.	-0.52040
71.	How should I be? Give me a phantasy. How could I show you of my concern with you?	-0.43637

Table 5 (continued)

	Factor 5 **Rogers** **Interpretation**	
67.	No. I meant about the real close business.	-0.72388
62.	You really feel badly that you think there is very little chance he will say that.	-0.71803
61.	So you slap at him and say, "This is what I am, now see."	-0.69301
66.	I don't feel that's pretending.	-0.67441
64.	It is much easier to be a little flip because then you don't feel that big lump inside of hurt.	-0.65467
60.	That's right.	-0.49313
	Factor 6 **Perls** **Interpretive Confrontation**	
57.	This is what I call phony.	-0.78881
56.	So any time you want somebody to pay attention to you, you crawl into a corner and wait until the rescuer comes.	-0.75885
58.	That is a phony because it's a trick. It's a gimmick to crawl into a corner and wait there until somebody comes to your rescue.	-0.67704
55.	Oh. You don't have enough courage to come out by yourself. You need somebody to pull the little damsel in distress out of her corner?	-0.52972
	Factor 7 **Perls** **Command**	
45.	Again.	-0.75833
44.	Now do this again.	-0.75133
46.	How do you feel now?	-0.60895
	Factor 8 **Perls** **Active Agreement - Active Interpretation**	
26.	That's right. You didn't have to cover up your anger with your smile. In that moment, in that minute, you were not a phony.	0.70117
25.	Wonderful. Thank you. You didn't squirm for the last minute.	0.65339
27.	In other words, when you are mad, you are not a phony.	0.57701

Table 5 (continued)

Factor 9
Ellis
Role Definition

20.	Yes, but you want a guarantee. I hear. My trained ears hear you saying, "I would like a guarantee of working towards it," and there are no certain guarantees.	0.40934

Factor 10
Perls
Structured Invitation

2.	We are going to interview for half an hour.	-0.73590
1.	Hello, Gloria. Please sit down.	-0.73100

Factor 11
Perls
Counselor-Directed Shift of Approach

99.	And the other way around, you would have to be my baby. You would cry, you would like to play the baby and be comforted and heartened, poor thing, poor . . .	-0.77259
100.	I tell you something, Gloria, I think we came to a nice closure. We came to a little bit of understanding. I think we can finish this scene or situation.	-0.71819

Factor 12
Ellis
Establishing Cognitive Set

2.	Will you be seated please? Well, would you like to tell me what's bothering you most?	-0.82976
1.	Hello, Gloria, I am Dr. Ellis.	-0.79503
3.	Well, let's talk a little about your shyness. Let's suppose you meet somebody whom you consider eligible, that you might want. Now let's see if we can get at the source of your shyness. Just what you're telling yourself to create this. You meet this man and you feel shy, embarrassed?	-0.57506

Factor 13
Rogers
Establishing Affect Set

1.	Good morning. I'm Dr. Rogers, you must be Gloria.	-0.68660
2.	Won't you have a chair? Now then, we have half an hour together and I really don't know what we will be able to make out of it but I hope we can make something of it. I'd be glad to know whatever concerns you.	-0.66596

Table 5 (continued)

4.	And it's this concern about her and the fact that you really aren't, that this open relationship that has existed between you, now you feel it's kind of vanished?	-0.40511

Factor 14
Perls
Urging - Assertive Reaction

64.	Good. I am 30 now. Imagine I'm 30. Now you scold me.	-0.72543
62.	Fine. Now exaggerate this. What you just said, talk to me like this.	-0.63893
63.	How old must I be?	-0.63792
65.	Embarrass me. Tell me what . . .	-0.63532
68.	But I have hurt you. You came out quite a bit.	-0.56811
69.	Wonderful.	-0.47922
70.	This is quite true. Our contact is much too superficial to be involved in caring. I care for you as far as you are right now my client--I care for you as I'd like to--like an artist bringing something out which is hidden in you. This is as far as I care.	-0.43028

Factor 15
Ellis
Formal Explication

34.	After a while, if you took the risks and forced yourself to, as I said, open your big mough and even though you thought, "Maybe it will come out badly; maybe he won't like me; maybe I'll lose him completely," and so on and so forth, then you would start swinging in the groove and being what you want to be. And I would almost guarantee that you'd become more practiced and less inefficient, especially in terms of the shyness. Because you wouldn't be focusing on, "Oh my God, isn't this awful, how bad I am." You'd be focusing on, "What a great individual this is and how can I enjoy him?" which is the focus on the relationship.	0.69878
33.	So, if you would really accept yourself as you are and then force yourself (and if you were one of my regular patients, I would give you this homework assignment and then check up on you to see whether you could force yourself to open your big mouth and be you for awhile even though it hurt with these males), you would find that (A) you would start being yourself and gradually loping off these inefficiencies which incidentally are the result of not being you, which is almost impossible. Because you can't spy on yourself and still be yourself very well at the same time.	0.68804

Table 5 (continued)

Factor 16
Rogers
Ability Potential

34.	What I mean is you have been sitting there telling me just what you would like to do in that relationship with Pam.	-0.80092
33.	You don't sound so uncertain.	-0.64426
35.	I guess one thing that I feel very keenly is that it's an awfully risky thing to live. You'd be taking a chance on your relationship with her and taking a chance on letting her know why you are really.	-0.63597

Factor 17
Rogers
Reflection, "Internal Conflict"

53.	Although you are saying--I expect it is--but you are saying too that you know perfectly well the feeling within yourself that occurs when you are really doing something that's right for you.	-0.69776
54.	You can really listen to yourself sometimes and realize, "Oh no, this isn't the right feeling. This isn't the way I would feel if I was doing what I really wanted to do."	-0.58081
48.	You see, one thing that concerns me is it's no damn good to do something that you haven't really chosen to do. That is why I am trying to help you find out what your inner choices are.	-0.42343

Factor 18
Perls
Interrogation, Request for Modification

53.	Sure now?	-0.74861
54.	Then do it. Who's preventing you except yourself?	-0.67404
52.	You don't demand respect?	-0.62058
47.	Playing stupid.	-0.43350

Factor 19
Perls
Clarification by Antagonistically Toned Statements

41.	Did I ask you to explain?	-0.65655
42.	No.	-0.48832
43.	That is right. Kicking your feet. I did not ask you to explain it. It's your imagination. That is not this Fritz, it is the Fritz of your imagination. There is a big difference.	-0.45846

Table 5 (continued)

Factor 20
Rogers
Probing - Reflection

20. I guess I hear you saying, "If what I was doing, when I went to bed with a man, was really genuine and full of love and respect and so on, I wouldn't feel guilty in relation to Pam, I really would be comfortable about the situation. -0.61777
18. Or, I guess I hear it a little differently--that what you want is to seem perfect, but it means a great--a matter of great importance to you to be a good mother and you want to seem to be a good mother, even if some of your actual feelings differ from that. Is that catching it or not? -0.53119

Factor 21
Ellis
Ability Potential

39. Well, let's suppose it is brazen. What have you got to lose? The worst he can do is reject you; and you don't have to reject you if you were thinking along the lines we've been talking about. Now can you try to do that? -0.70947
40. Right, and that leaves you intact. It just leaves you, unfortunately, not for the moment getting what you want. You try taking those risks and I'll be very interested in finding out what happens. -0.70330
38. Why not? If he is an eligible individual, any kind of eligible individual. -0.62009
37. Now we haven't got too much time now, so let's try to get it off on a constructive note of more concretely what you can do. You asked before where you can go, how you can meet new people. I'd say, I don't know this particular area, but almost any place. If you could do what we are talking about, really take risks and focus on what you want out of life and on the fact that it's going to take time, which unfortunately it does, and that it's not awful and you're not awful while it is taking that time, then you can leave yourself open unshyly to all kinds of new encounters; and these encounters can take place on buses, or waiting for a streetcar, if they have streetcars in this area, at cocktail parties, anywhere you can talk to people who look eligible. You can ask your friends to get you eligible males, and so on. But the main thing is that you have to (a) like yourself while you are not doing badly and (b) not be intolerant against conditions which are there. And I'm agreeing with you that they are. Now as I said, I would give you, if you were a

Table 5 (continued)

	patient of mine, a homework assignment of deliberately, very deliberately going out and getting yourself into trouble. In other words, taking the most eligible males you can find at the moment and forcing yourself, risking yourself, to be you.	-0.40696

Factor 22
Rogers
Restating and Approving

25.	That's right.	-0.58533
29.	It sounds like a triangle to me, isn't it? You feel that I, or therapists in general, or other people say, "It is all right, it is all right, it is natural enough, go ahead," and I guess you feel your body sort of winds up on that side of the picture. But something in you says, "But I don't like it that way, not unless it is really right."	-0.41038

Factor 23
Ellis
Clarification of Cause and Effect

23.	If you keep what up?	-0.68153
22.	Well, my hypothesis is, so far, that what you're afraid of is not just failing with this individual man, which is really the only thing at issue when you go out with a new-- and we are talking about eligible male (now we are ruling out the ineligible ones) you are not just afraid that you will miss this one. You're afraid that you will miss this one and therefore you'll miss every other; and therefore you've proved that you are really not up to getting what you want and wouldn't that be awful? You are bringing in these catastrophies.	-0.61532
21.	Well, what's stopping you?	-0.57691
24.	That's right. You are defeating your own ends by being anxious.	-0.54581
25.	Right.	-0.44853
20.	Yes, but you want a guarantee. I hear. My trained ears hear you saying, "I would like a guarantee of working towards it," and there are no certain guarantees.	-0.44725

Factor 24
Perls
Eliciting Ambiguity

89.	Do this more.	0.76467
92.	Oh. Youmustn't hurt my feelings.	0.64645
93.	I thought I was so indifferent, as you said before, that nothing could touch me.	0.53900

Table 5 (continued)

90.	Can you say this to me? Fritz you are icky.	0.62611
85.	Now we are getting some place. First you want to be close to me and now you are afraid to be too close to me.	0.47219
82.	Would you jump on me if I would cry?	0.40461

Factor 25
Perls
Badgering

12.	No, at last. How old are you?	0.70153
10.	Are you a little girl?	0.68354
11.	Are you a little girl?	0.65978
13.	Then you are not a little girl.	0.63732
9.	Are you a little girl?	0.58622
4.	Do you have stage fright?	0.52763
5.	You said I'd get you in a corner, and yet you put your hand on your chest. Is this your corner?	0.49668

Factor 26
Perls
Identifying Incongruities

22.	Sure you're bluffing, you're a phony.	-0.71691
21.	Are you aware of your smile? You don't believe a word you're saying.	-0.68249

Factor 27
Rogers
Relativistic Measures

23.	But you feel, really, that at times you are acting in ways that are not in accord with your own inner standards.	-0.47738

Factor 28
Rogers
Recognition of Value in Ambiguous Client Statements

49.	I am interested that you say, I'm not just sure which words you used, but you don't like yourself or don't approve of it when you do something against yourself.	0.45624

Factor Labels and Description

Factor Labels and Descriptions were done on the basis of (1) references in the literature, (2) agreement with factors extracted in previous factor studies conducted by Zimmer et al. and expert's judgment. A total of 25 descriptions will be presented. The final factor analysis lists 28 factors; the reason for a lesser number of descriptions is due to the fact that the same factors are described in the same manner, for example Factors 12 and 16 are labeled as Ability Potential. The following presents titles for the factor and corresponding definitions and, where appropriate, illustrative variables.

CLARIFICATION OF ROLE CONFLICT

(Rogers: Factor 1)

This is identified with the presence of pronoun(s) referring to a third person and a pronoun referring to the counselee. Pronouns are not necessarily stated but often implied. Statements point out relationships between the third person and primary "feelings" of the counselee, e.g., variable 7:

> "You feel she'll suspect that, or she'll know something is not quite right?"

Implied is the additional statement "with you."

> "What can I accept myself as doing? And you realize that instead of sort of subterfuges so as to make sure that you're not caught or something, you realize you are acting from guilt, is that it?"

Implied is that the client is talking about her daughter and how it makes her (the client) feel.

ELICITING ASSERTIVE VERBAL BEHAVIOR

(Perls: Factor 2)

The counselor tells the counselee what to say. Elicited statements take the form of an attack on the counselor. Labels are attached to the counselor such as "phony," "show-off," etc. These labels or modifications of them in turn are elicited from the counselee:

> e.g., say, you are a phony
> say, Fritz, you are a phony.

RHETORICAL QUESTION

(Ellis: Factor 3)

A question of statement is verbalized as a question asked solely to produce an effect or to make an empathic assertion to elicit a reply.

e.g., "...we know some icky girls who get some splendid men, don't we?"

PROCESS POTENTIAL

(Perls: Factor 4)

A statement is characterized by a present performance or endeavor. The counselor points out that the counselee's current potential for entering into a defined activity, e.g., to cry, to phantasize, to become "defensive," to talk.

e.g., (1) Say this again
(2) You mustn't cry in my presence.

INTERPRETATION

(Rogers: Factor 5)

The counselor transforms the client's statement by using data selectively, and interpretation is characterized by ambiguous referents, "this," "that," "there," etc., causing client to react to ambiguous cues. The client often prefaces his response with "yes" or "no" followed by more extended answers:

e.g., You really feel badly that you think there is very little chance he will say that.

INTERPRETATIVE CONFRONTATION

(Perls: Factor 6)

The counselor elicits agreement on the part of the counselee. The statement is made in such a manner that the counselee responds in the direction established by the counselor; that is, that the counselee either emits a verbal agreement to the counselor or responds in a style provoked by the counselor.

e.g., This is what I call phony.

COMMAND

(Perls: Factor 7)

The counselor orders or directs the counselee's behavior. The statement is characterized by a referent to the processing counselee comment and a demand to repeat or to clarify.

e.g., Now do this again.

ACTIVE AGREEMENT - ACTIVE INTERPRETATION

(Perls: Factor 8)

The counselor agrees with the counselee's action, expressing this agreement with the use of "wonderful," "that's right," or by implication, and then interprets the source of his agreement, by explaining either the statement or action that is being approved:

e.g., Wonderful. Thank you. You didn't squirm for the last minute.

ROLE DEFINITION

(Ellis: Factor 9)

This is characterized by the establishing of counselor as an expert. Statements contain personal pronoun and a referent to his expertise or professionalism:

e.g., My trained ears hear you saying...

STRUCTURED INVITATION

(Perls: Factor 10)

This response is characterized by formal counselor statements, that introduce the counselor and define procedures:

e.g., Hello, Gloria. Please sit down.

COUNSELOR-DIRECTED SHIFT OF APPROACH

(Perls: Factor 11)

This is characterized by an intentional shift by the counselor in either the course of the topic under discussion or the course of the interview, supporting the counselor's goal.

e.g., And the other way round, you would have to be my baby.

ESTABLISHING COGNITIVE SET

(Ellis: Factor 12)

This establishes style of expected client response, and proceeds to use an abstract third person as a referent, which presents a rational, intellectualized style:

e.g., Let's talk a little about your shyness...

ESTABLISHING AFFECT SET

(Rogers: Factor 13)

This establishes style or expected client response and is treated as an introduction and invitation to talk, with references to affect and relationships.

e.g., "I am Dr. Rogers." "You must be Gloria." "The open relationship that has existed between you, now you feel it's kind of vanished."

URGING - ASSERTIVE REACTION

(Perls: Factor 14)

The counselor prods or urges the client toward an explicit reaction to the counselor or setting; the prod is a reaction to the previous client statement.

e.g., What you just said, talk to me like this.
Now you scold me.
Embarrass me.

FORMAL EXPLICATION

(Ellis: Factor 15)

A formal, pedantic examination of the general nature of the client's difficulty, with logical analysis of corrective measures.

ABILITY POTENTIAL

(Rogers: Factor 16)

The counselor suggests that the counselee has the ability or potential to engage in some specified activity. This is a statement by the counselor which is characterized by a future activity, performance, or endeavor that might well be in the range of possibilities of the counselee.

REFLECTION, "INTERNAL" CONFLICT

(Rogers: Factor 17)

This is characterized by a reflexive pronoun referring to an "internal" construct, e.g., "feeling within yourself." The reflexive turns the counselee's thoughts inward.

e.g., The feeling within yourself that occurs when you are really doing something that's right for you.

INTERROGATION, REQUEST FOR MODIFICATION

(Perls: Factor 18)

The interrogative factor is characterized by a response emitted by the counselor in the form of a specific question and directed to the subject. The statement seeks to clarify in terms of How, When, Where and Why.

CLARIFICATION BY ANTAGONISTICALLY TONED STATEMENT

(Perls: Factor 19)

The counselor jolts the client from a presumptive line of thought, through a denial of the client's statement which by the counselor's tone is not open to continued error.

e.g., Did I ask you to explain?

PROBING - REFLECTION

(Rogers: Factor 20)

This is characterized by a tentative hypothesis concerning the counselee's previous statement. It reflects as well as extends; consequently, it is identified as probing - reflection.

e.g., I guess I hear you saying...

ABILITY POTENTIAL

(Ellis: Factor 21)

See Factor 16 - Rogers.

RESTATING AND APPROVING

(Rogers: Factor 22)

The counselor substitutes synonyms or analogies for the substance of client's statement, but demonstrates approval by not directly stating disapproval of the statement by the client. This occurs particularly in instances of emotionally loaded "moral" issues such as sex. The counselor response is also characterized by direct expressions of approval, such as "that's right."

CLARIFICATION OF CAUSE AND EFFECT

(Ellis: Factor 23)

This is characterized by labeling and support of the identification of cause and effect relationships. Uses minimal cues such as "right," questions that clarify cause and effect, and explanation of cause and effect.

ELICITING AMBIGUITY

(Perls: Factor 24)

The counselor's statement contains ambivalent constructions such as "would you," "could you," "can you," or an expression of a contradiction; e.g., "is it this way or that way?" The statement has the effect of causing the client to verbalize a qualified yes or no response, or to treat a longer response with some qualification by voice tone or hesitancy.

BADGERING

(Perls: Factor 25)

This is characterized by repetition of a counselor's word, statement, or phrase in a sequence of interactions,

e.g., Are you a little girl?
Are you a little girl?

IDENTIFYING INCONGRUITIES

(Perls: Factor 26)

This is characterized by the counselor's references to conflicting cues being emitted by the client,

e.g., Are you aware of your smile?
You don't believe a word you're saying.

RELATIVISTIC MEASURES

(Rogers: Factor 27)

This is characterized by use of a "yardstick" by the counselor that is intended as direct perspective for the particular problem topic; e.g., variable 23:

"...not in accord with your own inner standards."

RECOGNITION OF VALUE IN AMBIGUOUS CLIENT STATEMENT

(Rogers: Factor 28)

This is characterized by an explicit approval by counselor of a direction of thinking expressed by the client, even when the client is unable to fully verbalize the exact intent of his thinking.

Application of Results

Zimmer and Pepyne (1971) used the 31 dimensions to rate 69 counselor responses from sessions by Rogers, Ellis, and Perls. These ratings were factor analyzed and six basic dimensions were isolated and delimited. An attempt was made to look at two of these basic dimensions for the purpose of developing methods of training counselors, and determining the consequence of highly styled counseling on client behavior. The two styles have been labeled: (1) the reconstructive style and (2) the analytical problem-solving style.

RECONSTRUCTIVE STYLE OF THERAPY

The reconstructive style of therapy contains many of the conventional characteristics of psychotherapy in which the counselor focuses on manifest and dynamic content. Manifest content refers to the client's overt expressions--his outright verbal communication; and to that aspect of behavior that can be seen--his expressive movements, posture, initial reactions and personal mannerisms. Dynamic content is essentially inferential--the inferred forces that are presumably purposive or responsible for the behavior observed; for example, hostility, fear, guilt, or depression. The style was operationalized with the use of the following counselor responses:

1. Interpretation
2. Probing
3. Clarification
4. Restatement
5. Reflection
6. Summarization

ANALYTICAL PROBLEM-SOLVING STYLE

The analytical problem-solving style is a method of counseling which emphasizes the counselor's analytical participation and direction, but only after the client has himself made his own problem or conflict explicit. Such a counseling style is characterized by a number of techniques which enable the client to explore areas related to his present difficulties and to search for possible solutions. There is a special emphasis in this style on the counselor's own professional knowledge and experience brought to bear in presenting possible solutions or adjustments to the explicit problem. The counselor structures his examination of the client by insisting as unobtrusively as possible on the present nature of the client's specific problem. The style was operationalized with the use of the following counselor responses:

1. Refocusing
2. Restatement*
3. Establishing a cognitive set
4. Discrimination of cause and effect
5. Advice giving
6. Supportive reinforcement

*Used only to focus on a present-time perspective.

PURPOSE

The specific purpose was to determine the effects of the two styles on client behavior. It was predicted that the nature of the two styles should cause differential client behavior in a specified direction, namely the reconstructive style should elicit client behavior that demonstrates greater emotional self exploration and greater anxiety as measured by verbal indicators than the analytical problem-solving style.

The hypothesis stated in null form is:

> No significant difference will occur on each of six verbal indicators emitted by clients treated by the reconstructive style and those treated by the analytical problem solving.

While the hypothesis is stated in null form, it is predicted that the frequency of all verbal indicators will be higher with clients counseled by the reconstructive style.

The six dependent variables are:

1. Total frequency of words used by clients
2. Total self references used by clients
3. Total indefinites used by clients
4. Total ambivalence used by clients
5. Total positive emotional words used by clients
6. Total negative emotional words used by clients

SUBJECTS

E's The subjects who participated in this study as counselors, hereafter referred to as E's, were three white male professional counselors who had been selected on the basis of theoretical knowledge, formal training, and counseling experience. Counselors 1 and 2 hold a doctorate in counselor education and have had extensive training and counseling experience. Counselor 3 does not have a doctorate but is equally experienced. The rationale for using experienced counselors is to maximize the training program which may be required for counselor trainees and help assure that the final sessions will be conducted as prescribed.

S's The subjects who participated as clients, hereafter referred to as S's, were 12 Upward Bound students. The age range for all clients was 16-19.

METHODS

Before training proceeded models were developed for each style. The training programs consisted of (1) a program text, (2) role playing using TV simulation and role playing with a client, and (3) 30-minute session

with a trained actor-client in which the training program required the counselor to successfully tag the techniques being used. Tagging is a method to allow the counselor to differentiate his use of a specific technique by pressing a mechanism on either arm of his chair. Very careful criteria and procedure were developed to assure that the counselors could perform within each style using the operational techniques. After the three counselors were trained and met the criteria, they each conducted four 1-hour sessions with four different clients, two under each style. A total of twelve sessions was conducted, six using the reconstructive style and six using the analytical problem-solving style.

METHODS OF DATA COLLECTION

Each counselor was assigned a number in order of his sessions with a client. Likewise the 12 clients were given a number in order of their appearance with a specific counselor. The room for these interviews was carpeted and furnished with two chairs, a coffee table, and two wall paintings. It was equipped with a one-way mirror which was partially draped by curtains, and a microphone centrally located on the coffee table. The coffee table was arranged equally distant between the E and the S.

A four-track stereophonic tape recorder was placed in the technician's room which was adjacent to the experimental room. The two rooms were connected via a one-way mirror. The counseling session was recorded on channel A by means of the microphone located in the experimental room. The input on channel B consisted of two buttons activated by a signaling device with which the E tagged a specific response class. Channel B was arranged in the following manner. Two buttons attached one to either arm of the experimenter's chair were connected by parallel circuits and activated and activated two sounding devices. One sounding device when activated emitted a high-pitched beep, and the other, a buzz. In addition, depressing both simultaneously provided a third tone. These in turn inputed directly into channel B.

The arrangement of the signaling device was explained to the counselors with the following instructions for the reconstruction style. "In order to tag a response, you must press down on either arm of the chair, or both simultaneously. Press the right arm of the chair to tag a response, a probe or an interpretation. Press the left arm of the chair to tag a response as a summarization or clarification. Press both arms of the chair to designate a response as a reflection or a restatement. Each response should be tagged as you are emitting, or just before you are emitting the response." The reason for pairing responses on a single button is to decrease the cumbersome task of keeping track of six different combinations. The technique associated with the button obviously changed for the analytical problem-solving style.

The techniques were paired to be dissimilar so that the judges could discriminate more readily which of the two techniques the E tagged.

Each counseling session was transcribed and the typescripts corrected for errors. The tapes were played again and each typescript divided into six 10-minute segments as measured by a stopwatch. Each segment was indicated on the typescript by drawing a line under the last sentence of each consecutive time period, and the time period indicated in the margin.

After each of the 12 sessions were transcribed, they were keypunched in order to analyze the six dependent variables; Zimmer and Cowles (1971) have described the program process of analysis and the rationale for the dependent variables elsewhere.

RESULTS

The chi-square measure was used to test the hypothesis using frequency scores of six verbal indicators as the dependent variable.

Although six verbal indicators were computed: tokens, self-reference, indefinites, ambivalence constructions, positive, and negative emotional words, for discussion purposes positive and negative emotional words were combined under one category called emotional words. Likewise indefinites and ambivalence constructions were combined into one category called anxiety indicators.

The program, Content Analysis, used to analyze the data was written for a CDC 3600, 32K Drum SCOPE system using one card reader, one line printer, and two intermediate scratch units (note that the CDC 3600 uses card punches from an IBM 026 keypunch). The program was designed to afford the user a program which would require relatively few programming changes for implementation on a different computer system.

Currently, Content Analysis will analyze the conversation of up to four individuals, producing frequency counts and type-token ratios on each independent conversation. It provides further analysis, such as word extraction, self-reference words, indefinite words, positive and negative emotional words, ambivalence construction, etc. Each run requires five control cards: (1) number of sets of data to be analyzed, (2) the names of the speakers, (3) the format of the data being entered, (4) the type of analysis desired and title description, and (5) a data control card. The data control card indicates such options as listing the input data, symbol extractions, words in parenthesis excluded, the names of the speakers whose conversation is to be acted upon, and the actual key words the user wished to analyze. Any additional analysis on a single set of data requires only the information requested on cards four and five.

The hypothesis is presented with tables, and a summary of results. A chi-square value of 3.84 is needed with 1 degree of freedom to reject the hypothesis of no difference.

Hypothesis: There is no significant difference between each of the verbal indicators as emitted by clients treated with the reconstructive style and those clients in the control treatment.

A single classification analysis of X^2 was performed to test the hypothesis. Results of this analysis appear in Table 6.

Table 6. Chi-Square Comparisons of Two Styles on Averages of Client Verbal Indicators

Verbal Indicator	X^2	P (1 df)
Tokens	255.01	<.05
Self-Reference	28.16	<.05
Indefinites	10.58	<.05
Ambivalence	4.21	<.05
Positive Emotional	2.57	N.S.
Negative Emotional	29.49	<.05

As Table 6 shows, five of the six possible tests associated with the overall hypothesis were rejected, since significant differences existed between five of the verbal indicators as a result of the style of counseling. It is also clear by inspection of Table 7 that the group trained with the reconstructive style surpassed the analytical style in each segment except one (segment two, positive emotional words), and for that segment and category a tie occurred. Positive emotional words was the only indicator for which the hypothesis was not rejected.

Table 7. Average Frequencies of Verbal Indicators for Each Style of Client Verbal Indicators

Reconstructive Style

Segments

	1	2	3	4	5	6	X
Tokens	831	791	849	823	829	785	4908
Self-Reference	80	78	75	55	65	64	417
Indefinites	18	24	23	19	16	23	123
Ambivalence	40	38	34	40	36	40	228
Positive Emotional	31	36	33	33	30	32	195
Negative Emotional	7	5	5	4	5	6	32

Table 7 (continued)

Analytical Problem-Solving Style

Segments

	1	2	3	4	5	6	X
Tokens	1031	1119	1142	1100	1029	1202	6623
Self-Reference	94	96	103	100	83	109	585
Indefinites	26	31	31	28	29	29	174
Ambivalence	48	54	52	55	51	61	321
Positive Emotional	41	36	35	35	36	45	228
Negative Emotional	7	15	13	9	12	10	66

SUMMARY AND CONCLUSION

It was possible to develop from the original 31 counselor responses two unique styles of counseling--one was labeled as the Reconstructive style and the second as the Analytical Problem-Solving style. Each style was composed of six counselor responses. Three counselors were trained in the use of the styles. Each counselor conducted four counseling sessions, two for each style. The verbal behavior of the 12 clients was analyzed and a chi-square test was used to compare the effects of the two styles. On five of the six dependent variables, the null hypothesis was rejected, supporting the conclusion that client behavior varies as a function of counselor style. The material and ideas developed in this study are easy to implement in counselor training programs and could easily be generalized to the training of lay counselors.

Conclusion

One objective of the study was to cross-verify factors that were extracted in previous factor analytical studies following the same procedure. Of the 28 factors identified in the current study, 10 factors: Rogers' in Factors 5, 16, 17, 20, and 22; Ellis' in Factor 21; and Perls' in Factors 8, 10, 14, and 18, had been described in previous studies. A total of 18 new counselor repertoires were isolated and described. It was not expected that such a large number of new factors would emerge; the emergence of the additional factors can probably be attributed to the influence of the Rogerian counseling process on early studies. All of the earlier studies had been undertaken from a counseling posture that was modeled after Rogers. The inclusion of two additional counseling orientations accounted for 14 of the 18 new descriptions.

A second objective of the study was the determination of factors common to all three orientations and those unique to a single orientation. It was assumed at the beginning of the study that single factors would have variables with loading from all counseling positions. The current study, however, does not warrant the conclusion that intervention processes are interchangeable, but rather points to discrete counseling styles which are representative of their respective theoretical orientation. The combined factor analysis had six factors representing Ellis and Rational-Emotive therapy, thirteen representing Perls and Gestalt therapy, and nine factors representing Rogers and Client-Centered therapy.[2]

Ellis' system as the name implies is primarily concerned with interventions that cause the client to "think" or "rethink" her assumptions. The emphasis is not on the past history of the client or on nonverbal reactions, but rather on the verbally irrational contradictions. The factor labels, rhetorical questions, role definitions, establishing cognitive set, formal explication, ability potential, and clarification of cause and effect, support the thesis that Rational-Emotive therapy as conducted by Ellis focuses on a process that is committed to the "doctrine that knowledge is wholly or chiefly derived from pure reason."

Perls describes the basic technique of Gestalt therapy as one that does not seek to explain things to the client, but to provide the client with opportunities to understand and to discover himself, by "manipulating and frustrating the patient in such a way that he is confronting himself." He goes on to say that interpretation is a therapeutic mistake, and the relevant Gestalts "will emerge and can be dealt with in the here and now." As is the case with Ellis, the factor descriptions identified with Perls support his process of intervention; factors such as eliciting assertive verbal behavior, process potential, interpretive confrontation command, urging-assertive reaction, interrogation-request for modification, clarification by antagonistically tuned statements, eliciting ambiguity, badgering and identifying incongruents, are all counselor statements that are highly manipulative, session centered, and tend to elicit frustration on the part of the client. Factor 8 represents an active interpretation, Factor 10 a formal response, and Factor 11 a deliberate shift toward closure.

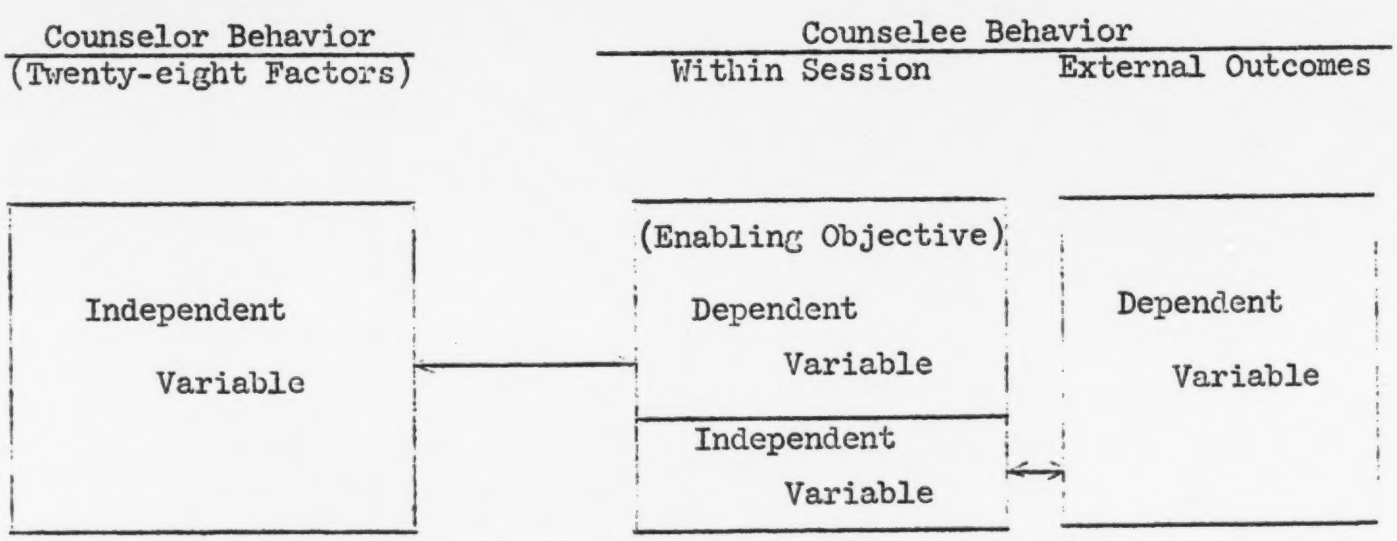
Rogers, on the other hand, describes a therapeutic climate as possessing certain conditions that create a "climate" which enables a person to "move toward more immediacy of experiencing so that she will be able to sense and explore what is going on in her in the immediate moment." The goal of the intervention is to move a client from a locus of evaluation which is outside herself...toward recognizing a greater capacity within herself for making judgments and drawing conclusions. The factors extracted and the labels associated with Rogers support an intervention process that focuses on cues that represent internalized constructs, e.g., clarification of role conflict, interpretation, establishing affect set, ability potential, reflection--"internal conflict," probing reflection, restating and approving, relativistic measures, recognition of value in ambiguous client statements.

---

[2]The label client-centered was used in the introduction by Rogers and consequently maintained in this discussion.

With the exception of the ability potential factor (16 and 21), no other descriptions had common referents. When the combined analysis is looked at in terms of the independent analysis, it is interesting to note that in most cases the same variables are loading in a similar manner on the combined study. It is patently clear that the three intervention procedures are each highly stylized.

The third purpose of the study was to describe each factor in terms that were operational. While the previous section describes factors, the important question becomes one of validating the definition in an empirical fashion. More explicitly, dependent variables (outcomes) have to be identified and stated. It is possible to begin to state counselor outcomes in terms of enabling objectives or counselee behaviors that occur during the counseling session. Typically enabling objectives have been identified as behaviors such as self-disclosure, increase or decrease of anxiety as measured by selected indicators, reaching a decision, etc. A crucial question is to determine the functional relationship between enabling objectives that occur within the session and outcomes that are external to the session. Diagrammatically the process of validation can be conceptualized as follows:



The independent variables are defined as counselor behaviors and include 28 factors. Systematically varying the independent variable is possible if the enabling objectives are thought of as a dependent variable and stated in advance. For example, if manipulation of counselee anxiety is important, what counselor behaviors (factors) have a greater probability of increasing or decreasing anxiety (enabling objective) and finally if counselee anxiety in a session is increased or decreased, what external outcomes are predicted?

BIBLIOGRAPHY

Barrett-Lennard, G. T., Dimensions of therapist response as causal factors in therapeutic change. Psychological Monographs, 1962, 76 (43 Whole No. 562).

Cartwright, R. D., A comparison of the response to psychoanalytic and client-centered psychotherapy in Gottschalk, L. A. and Auerbach, A. H., eds., Methods of Research in Psychotherapy, New York, Appleton-Century-Crofts, 1966, 517-529.

Guttman, L. Some necessary conditions for common factor analysis. Psychometria, 1954, 19, 149-161.

Hackney, R., and Zimmer, J. M., Construct Reduction of Counselor Empathy and Positive Regard; A Replication and Extension. Unpublished document, Univ. of Purdue, School of Education, Lafayette, Indiana, 1970.

Kennedy, J. J., and Zimmer, J. M., Reinforcing value of five stimulus conditions in a quasi-counseling situation. Journal of Counseling Psychology, 1968, 12, 153-163.

Porter, E. H., The development and evaluation of a measure of counseling interview procedures, I, the development. Emotional Psychology Measurement, 1943, 3, 105-126.

Raimey, V. C., Self references in counseling interview. Journal of Counseling Psychology, 1948, 12, 153-163.

Rogers, C. R., The interpersonal relationship: the core of guidance. Harvard Review, 1962, 32, 416-429.

Ryan, T. A., and Krumboltz, J. D., Effects of planned reinforcement counseling on client decision-making behavior. Journal of Counseling Psychology, 1964, 11, 315-323.

Shostrom, Everett, Producer, "Three Approaches to Psychotherapy." Santa Ana, California, Psychological Films, 1964.

Strupp, H. H., Psychotherapists in Action, New York, Grune and Stratton, 1960.

Truax, C. B., A scale for measurement of accurate empathy. Discussion papers. Psychotherapy Institute, University of Wisconsin, Madison, Wisconsin, 1961.

Truax, C. B., Reinforcement and nonreinforcement in Rogerian psychotherapy. Journal of Abnormal Psychology, 1966, 71, 1-9.

Zimmer, J. M., and Anderson, S., Dimensions of positive regard and empathy. Journal of Counseling Psychology, 1968, 15, 417-426.

Zimmer, J. M., and Cowles, K. H., Content analysis using fortran: applied to interviews conducted by C. Rogers, F. Perls, A. Ellis. Journal of Counseling Psychology, In Press.

Zimmer, J. M., and Park, P., Factor analysis of counselor communications. Journal of Counseling Psychology, 1967, 14, 198-203.

Zimmer, J. M., and Pepyne, E. W., A descriptive and comparative study of the dimensions of counselor response. Journal of Counseling Psychology, 1971, 18, 441-447.

to 1/72

Appendix A

(1) Pass out (1) Answer Sheet.

(2) Directions for filling out Answer Sheets.

(A) Print name in boxes provided, then blacken the letter box below which matches each letter of your name.

(B) At the bottom of this section you find 6 number columns.

In the space for Column /1/ write in number _____ (order 1-6) and code it below.

In the space for Column /2/ write in number _____ (counselor 1-3) and code it below. (With a specific group this is the only number to change on Answer Sheets.)

In the space for Column /3/4/ write in number _____ (group 1-N) and code it below.

(C) Code your grade.

=3=	Junior
=4=	Senior
=5=	Masters Student
=6=	Masters and Above
=7=	
=8=	
=9=	
=10=	
=11=	
=12=	
=F=	Freshman
=S=	Sophomore

(D) Code the month and year of your birth.

(E) Write in B or G and code your sex.

(3) Pass out Instruction Sheets.

(4) If no questions, show film in order.

(5) Collect Answer Sheets.

(6) If a second videotape is to be used, pass out a second Answer Sheet, be certain to have it filled out as before, but change counselor number to correspond to correct videotape.

(7) Repeat until each group has seen and responded to each videotape.

(8) Pass out 16 P.F. Form C.

(9) Pass out Answer Sheet and have respondent fill out Answer Sheet--they should identify sequence (1-6) in Column 1 and place a 4 in Column 2. Identify group in Column 3-y in lower left corner.

FILM SEQUENCE AND ORDER

Sequence

/1/	Rogers /3/	Perls /2/	Ellis /1/
/2/	Ellis /1/	Rogers /3/	Perls /2/
/3/	Perls /2/	Ellis /1/	Rogers /3/
/4/	Rogers /3/	Ellis /1/	Perls /2/
/5/	Perls /2/	Rogers /3/	Ellis /1/
/6/	Ellis /1/	Perls /2/	Rogers /3/

Rogers = 3
Perls = 2
Ellis = 1

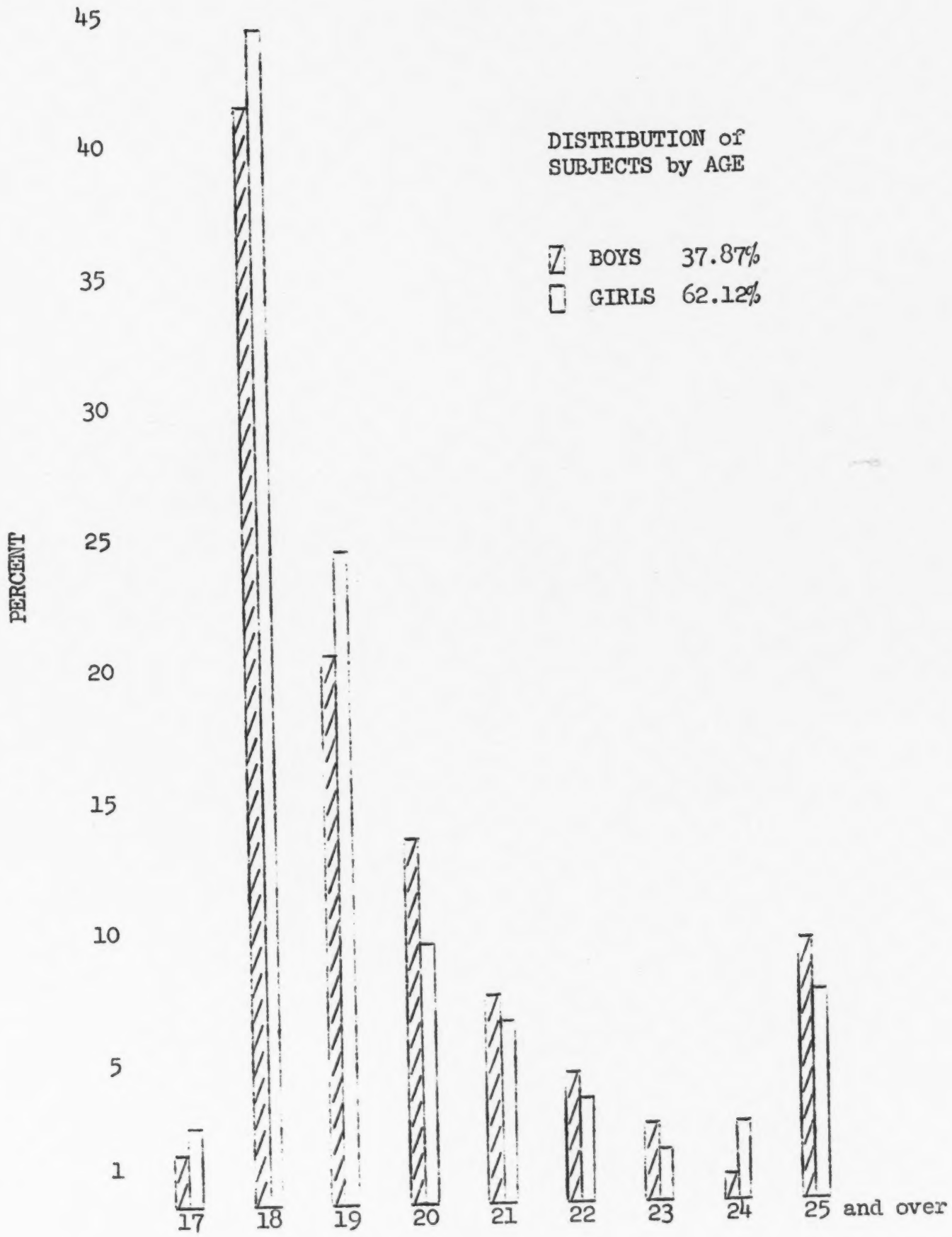
Respondents should identify sequence 1-6 and counselor 1-3 on place provided on Answer Sheets.

INTRODUCTION

Thank you for your cooperation. You will be shown three videotaped counseling sessions and we are interested in your judgments of the statements made by the counselor. You will be shown _____ (1-3 if one videotape will be shown say 1; if 2 say 2; if all say all) and _____ (1 or 2) on another day.

You are receiving the response sheets for the first session. You will not need special pencils for your responses but you will need a pencil. Will those who need to borrow a pencil, please raise your hand.

Appendix B


45
40
35
30
25
20
15
10
5
1
PERCENT
17
18
19
20
21
22
23
24
25 and over
DISTRIBUTION of
SUBJECTS by AGE
BOYS 37.87%
GIRLS 62.12%

Appendix C

PRINCIPAL COMPONENT ANALYSIS

NUMBER OF ROTATIONS FOR DIAGONALIZATION = 1626

THE CHARACTERISTIC ROOTS-

	LAMBDA	PERCENT	CUMULATIVE PCT
1	12.68551	30.94	30.94
2	2.47724	6.04	36.98
3	2.01440	4.91	41.90
4	1.58084	3.86	45.75
5	1.45671	3.55	49.30
6	1.23343	3.01	52.31
7	1.19351	2.91	55.22
8	1.03168	2.52	57.74
9	0.91499	2.23	59.97
10	0.87253	2.13	62.10
11	0.82327	2.01	64.11
12	0.80146	1.95	66.06
13	0.75567	1.84	67.91
14	0.72259	1.76	69.67
15	0.69107	1.69	71.35
16	0.66301	1.62	72.97
17	0.65700	1.60	74.57
18	0.62378	1.52	76.09
19	0.60930	1.49	77.58
20	0.60178	1.47	79.05
21	0.56927	1.39	80.44
22	0.54043	1.32	81.75
23	0.53820	1.31	83.07
24	0.52114	1.27	84.34
25	0.49596	1.21	85.55
26	0.48371	1.18	86.73
27	0.45813	1.12	87.85
28	0.45053	1.10	88.94
29	0.43709	1.07	90.01
30	0.43321	1.06	91.07
31	0.41492	1.01	92.08
32	0.38543	0.94	93.02
33	0.36998	0.90	93.92
34	0.35927	0.88	94.80
35	0.35573	0.87	95.67
36	0.33242	0.81	96.48
37	0.32175	0.78	97.26
38	0.31451	0.77	98.03
39	0.28147	0.69	98.71
40	0.27481	0.67	99.38
41	0.25225	0.62	100.00

Appendix D

PRINCIPAL COMPONENT ANALYSIS

NUMBER OF ROTATIONS FOR DIAGONALIZATION = 9886

THE CHARACTERISTIC ROOTS-

	LAMBDA	PERCENT	CUMULATIVE PCT
1	21.10493	21.10	21.10
2	8.25191	8.25	29.36
3	3.11390	3.11	32.47
4	2.82616	2.83	35.30
5	2.29729	2.30	37.59
6	2.04566	2.05	39.64
7	1.98860	1.99	41.63
8	1.80928	1.81	43.44
9	1.59943	1.60	45.04
10	1.50727	1.51	46.54
11	1.48550	1.49	48.03
12	1.40832	1.41	49.44
13	1.30832	1.31	50.75
14	1.28795	1.29	52.03
15	1.23511	1.24	53.27
16	1.17147	1.17	54.44
17	1.14245	1.14	55.58
18	1.11262	1.11	56.70
19	1.10765	1.11	57.80
20	1.07754	1.08	58.88
21	1.04307	1.04	59.92
22	1.02499	1.02	60.95
23	1.01443	1.01	61.96
24	0.97999	0.98	62.94
25	0.95604	0.96	63.90
26	0.94316	0.94	64.84
27	0.90129	0.90	65.74
28	0.87181	0.87	66.62
29	0.85150	0.85	67.47
30	0.83804	0.84	68.31
31	0.82084	0.82	69.13
32	0.81494	0.61	69.94
33	0.80508	0.81	70.75
34	0.79207	0.79	71.54
35	0.77160	0.77	72.31
36	0.73050	0.73	73.04
37	0.71037	0.71	73.75
38	0.70194	0.70	74.45
39	0.69239	0.69	75.15
40	0.68504	0.69	75.83

	LAMBDA	PERCENT	CUMULATIVE PCT
41	0.66626	0.67	76.50
42	0.65487	0.65	77.15
43	0.63037	0.63	77.78
44	0.62870	0.63	78.41
45	0.61820	0.62	79.03
46	0.61644	0.62	79.65
47	0.60984	0.61	80.26
48	0.59528	0.60	80.85
49	0.57520	0.58	81.43
50	0.56168	0.56	81.99
51	0.55968	0.56	82.55
52	0.55352	0.55	83.10
53	0.53763	0.54	83.64
54	0.53281	0.53	84.17
55	0.52228	0.52	84.69
56	0.50498	0.50	85.20
57	0.49642	0.50	85.69
58	0.49239	0.49	86.19
59	0.48844	0.49	86.68
60	0.48330	0.48	87.16
61	0.46228	0.46	87.62
62	0.45506	0.46	88.08
63	0.44493	0.44	88.52
64	0.42845	0.43	88.95
65	0.42581	0.43	89.38
66	0.41792	0.42	89.79
67	0.40833	0.41	90.20
68	0.40345	0.40	90.60
69	0.39757	0.40	91.00
70	0.39483	0.39	91.40
71	0.39005	0.39	91.79
72	0.38671	0.39	92.17
73	0.37753	0.38	92.55
74	0.36586	0.37	92.92
75	0.36401	0.36	93.28
76	0.35194	0.35	93.63
77	0.34555	0.35	93.98
78	0.33305	0.33	94.31
79	0.32891	0.33	94.64
80	0.31964	0.32	94.96
81	0.31241	0.31	95.27
82	0.30878	0.31	95.58
83	0.30090	0.30	95.88
84	0.29483	0.29	96.18
85	0.28802	0.29	96.47
86	0.28093	0.28	96.75
87	0.27754	0.28	97.02
88	0.27076	0.27	97.29
89	0.26428	0.26	97.56
90	0.26048	0.26	97.82

	LAMBDA	PERCENT	CUMULATIVE PCT
91	0.25334	0.25	98.07
92	0.24346	0.25	98.32
93	0.23610	0.24	98.56
94	0.23292	0.23	98.79
95	0.21994	0.22	99.01
96	0.21662	0.22	99.23
97	0.21094	0.21	99.44
98	0.20327	0.20	99.64
99	0.19228	0.19	99.83
100	0.16653	0.17	100.00
SUM	100.00000		

AUTOMATIC NUMBER OF FACTORS = 23.

Appendix E

PRINCIPAL COMPONENT ANALYSIS

NUMBER OF ROTATIONS FOR DIAGONALIZATION = 4704

THE CHARACTERISTIC ROOTS-

	LAMBDA	PERCENT	CUMULATIVE PCT
1	14.08607	20.71	20.71
2	4.45498	6.55	27.27
3	3.54183	5.21	32.47
4	2.45215	3.61	36.08
5	2.22440	3.27	39.35
6	1.67825	2.47	41.82
7	1.48413	2.18	44.00
8	1.42894	2.10	46.10
9	1.38509	2.04	48.14
10	1.31706	1.94	50.08
11	1.27124	1.87	51.95
12	1.19369	1.76	53.70
13	1.14158	1.68	55.38
14	1.11647	1.64	57.02
15	1.09051	1.60	58.63
16	1.05219	1.55	60.17
17	1.00315	1.48	61.65
18	0.95999	1.41	63.06
19	0.91820	1.35	64.41
20	0.91264	1.34	65.75
21	0.86845	1.28	67.03
22	0.86054	1.27	68.30
23	0.83218	1.22	69.52
24	0.80695	1.19	70.71
25	0.78297	1.15	71.86
26	0.75053	1.10	72.96
27	0.72214	1.06	74.02
28	0.72088	1.06	75.08
29	0.70996	1.04	76.13
30	0.68437	1.01	77.13
31	0.66737	0.98	78.12
32	0.64691	0.95	79.07
33	0.63067	0.93	79.99
34	0.60131	0.88	80.88
35	0.59884	0.88	81.76
36	0.57610	0.85	82.61
37	0.55450	0.82	83.42
38	0.54634	0.80	84.23
39	0.53149	0.78	85.01
40	0.51358	0.76	85.76

	LAMBDA	PERCENT	CUMULATIVE PCT
41	0.50603	0.74	86.51
42	0.49412	0.73	87.23
43	0.48009	0.71	87.94
44	0.46521	0.68	88.62
45	0.44712	0.66	89.28
46	0.44078	0.65	89.93
47	0.43235	0.64	90.57
48	0.42246	0.62	91.19
49	0.41203	0.61	91.79
50	0.39506	0.58	92.37
51	0.39052	0.57	92.95
52	0.38031	0.56	93.51
53	0.37120	0.55	94.05
54	0.35924	0.53	94.58
55	0.34832	0.51	95.09
56	0.33443	0.49	95.59
57	0.32747	0.48	96.07
58	0.30010	0.44	96.51
59	0.29187	0.43	96.94
60	0.28392	0.42	97.35
61	0.26724	0.39	97.75
62	0.26187	0.39	98.13
63	0.24835	0.37	98.50
64	0.23706	0.35	98.85
65	0.21214	0.31	99.16
66	0.20467	0.30	99.46
67	0.19230	0.28	99.74
68	0.17512	0.26	100.00
SUM	68.00000		

AUTOMATIC NUMBER OF FACTORS = 17.

Appendix F

		ELLIS
	Factor 1	
*10.	That you were an average Jane Doe. Now would that be so terrible? It would be inconvenient. It would be unpleasant. You wouldn't want it, but would you get an emotion like shyness, embarrassment, shame out of just believing that maybe I'm going to end up like Jane Doe?	.70650
*9.	Well, let's just suppose for the sake of argument at the moment, that that were so.	.66276
*11.	Well, I don't think you could because you would still have to be saying on some level, as I think you've just said, "and it would be very bad. It would be terrible. I would be a no-good-nik if I were just Jane Doe."	.52266
8.	All right. Now you are getting closer to what I'm talking about because you are really saying, "If I am this type of woman that none of these good eligible males are going to appeal to, then that would be awful. I'd never get what I want and that would really be something frightful." Isn't that . . .	.45248
7.	All right, but even let's suppose you are saying that, and I think you really are. You must be saying something else, too. Because if you were just saying, "Hell, I missed my chance again," you'd say,"All right. Next time I'll take advantage of what I learned this time and do it a little better." Now you still must be saying, if you feel shame, embarrassment, shyness that there's something pretty bad about your error in missing your chance again.	.43411
12.	Well, it's not necessarily so, you would never--you really mean your chances would be reduced because we know some icky girls who get some splendid men, don't we?	.40191
	Factor 2	
*29.	Yes. You see, that's exactly as though you're taking a part of you, an arm, and focusing almost completely on that. And just to bring it down to our own conversation, you're taking a part of you, your shyness, your not being yourself with males and focusing so much on that part that you're almost making it the whole of you and you get an awful picture of your total self because of this defective part--and we are assuming, you and I that it is defective. We are not crossing over and saying you're doing all right. You are not doing that well.	.65664
*34.	After awhile, if you took the risks and forced yourself to, as I said, open your big mouth and even though you thought, "Maybe it will come out badly; maybe he won't like me; maybe I'll lose him completely," and so on and so forth, then you would start swinging in the groove and being what you want to be. And I would almost guarantee	

that you'd become more practiced and less inefficient, especially in terms of the shyness. Because you wouldn't be focusing on, "Oh my God, isn't this awful, how bad I am." You'd be focusing on, "What a great individual this is and how can I enjoy him?" which is the focus on the relationship. .63671

*33. So, if you would really accept yourself as you are and then force yourself (and if you were one of my regular patients, I would give you this homework assignment and then check up on you to see whether you could force yourself to open your big mouth and be you for awhile even though it hurt with these males), you would find that (A) you would start being yourself and gradually loping off these inefficiencies which incidentally are the result of not being you, which is almost impossible. Because you can't spy on yourself and still be yourself very well at the same time. .63506

Factor 3

*1. Hello, Gloria, I am Dr. Ellis. .71283

*2. Will you be seated please? Well, would you like to tell me what's bothering you most? .64647

Factor 4

*40. Right, and that leaves you intact. It just leaves you, unfortunately, not for the moment getting what you want. You try taking those risks and I'll be very interested in finding out what happens. .72740

*39. Well, let's suppose it is brazen. What have you got to lose? The worst he can do is reject you; and you don't have to reject you if you were thinking along the lines we've been talking about. Now can you try to do that? .68733

*37 Now we haven't got too much time now, so let's try to get it off on a constructive note of more concretely what you can do. You asked before where you can go, how you can meet new people. I'd say, I don't know this particular area, but almost any place. If you could do what we are talking about, really take risks and focus on what you want out of life and on the fact that it's going to take time, which unfortunately it does, and that it's not awful and you're not awful while it is taking that time, then you can leave yourself open unshyly to all kinds of new encounters; and these encounters can take place on buses, or waiting for a streetcar, if they have streetcars in this area, at cocktail parties, anywhere you can talk to people who look eligible. You can ask your friends to get you eligible males, and so on. But the main thing is that you have to (a) like yourself while you are not doing badly and (b) not be intolerant against

conditions which are there. And I'm agreeing with you that they are. Now as I said, I would give you, if you were a patient of mine, a homework assignment of deliberately, very deliberately going out and getting yourself into trouble. In other words, taking the most eligible males you can find at the moment and forcing yourself, risking yourself, to be you. .47246

Factor 5

*22. Well, my hypothesis is, so far, that what you're afraid of is not just failing with this individual man, which is really the only thing at issue when you go out with a new--and we are talking about eligible male (now we are ruling out the ineligible ones) you are not just afraid that you will miss this one. You're afraid that you will miss this one and therefore you'll miss every other; and therefore you've proved that you are really not up to getting what you want and wouldn't that be awful? You are bringing in these catastrophies. .56679

*20. Yes, but you want a guarantee. I hear. My trained ears hear you saying, "I would like a guarantee of working towards it," and there are no certain guarantees. .55202

*23. If you keep what up? .53920

*21. Well, what's stopping you? .52349

19. Yes, but if you 51441

17. But let's just look at that. Let's just assume the worst, as Bertrand Russell once said years ago, assume the worst, that you never got at all, for whatever the reasons may be, the kind of man you want. Look at all the other things you could do in life to be happy. .45645

24. That's right. You are defeating your own ends by being anxious. .40635

Factor 6

*3. Well, let's talk a little about your shyness. Let's suppose you meet somebody whom you consider eligible, that you might want. Now let's see if you can get at the source of your shyness. Just what you're telling yourself to create this. You meet this man and you feel shy, embarrassed? .63024

*4. Yes. .51455

*5. Yes, well you probably know from reading my book, I believe that people only get emotions such as negative emotions of shyness, embarrassment, shame, because they tell themselves something in simple exclamatory sentences. Now, let's try to find out what you're telling yourself. You're meeting this individual. Now what do you think you are saying to yourself, before you get flip? .44339

*6. Well, that's the first part of the sentence. That might be a true one because maybe he could be superior to you in some ways, and maybe he wouldn't be attracted to you. But that would never upset you, if you were only saying that, "I think he may be superior to me." Now, you're adding a second sentence to that which is, "If this is so, that would be awful." .42016

Factor 7

*25. Right. -.61859
*24. That's right. You are defeating your own ends by ending anxious. -.48137
27. That's exactly the point. -.46162

Factor 8

*15. And the nonconfidence is because you are saying, (1) "I don't want to miss out on things. I would like to get the kind of a man I want and be, in your words, 'a superior kind of girl who gets a superior kind of man.' But if I don't, then I'm practically on the other side of the chain completely, a no-good-nik, somebody who'll never get anything that I want." Which is quite an extreme away, isn't it? .61582
*14. That's right. But isn't that a vote of nonconfidence in you, an essential vote of nonconfidence? .53374
16. And that is what I call catastrophizing--taking a true statement--and there is a good deal of truth in what you are saying, if you didn't get the kind of man you wanted, it would be inconvenient, annoying, frustrating, which it really would be--and then saying, "And then I couldn't be a happy human being." Aren't you really saying that on some level? .46361

Factor 9

Factor 10

*12. Well, it's not necessarily so, you would never, you really mean your chances would be reduced because we know some icky girls who get some splendid men, don't we? .51542
*13. So you are generalizing there. You are saying, "It probably would be that I'd have a more difficult time," but then you are jumping to, "Therefore, I'd never get it at all." You see the catastrophizing there, that you have jumped to? .40323

Appendix G

		PERLS
	Factor 1	
*93.	I thought I was so indifferent, as you said before, that nothing could touch me.	.75411
*92.	Oh. You mustn't hurt my feelings.	.60386
94.	Now you suddenly discover a way to touch me.	.58261
98.	You'd hug me.	.39941
	Factor 2	
*9.	Are you a little girl?	-.70276
*10.	Are you a little girl?	-.70087
*13.	Then you are not a little girl.	-.69037
*12.	No, at last. How old are you?	-.67930
*11.	Are you a little girl?	-.64739
8.	How long would you sit?	-.64567
*14.	O.K. So you are a 30-year-old girl who is afraid of a guy like me.	-.61905
7.	Just sit?	-.53088
15.	Now what can I do to you?	-.48198
6.	Then you would be safe of me--from me.	-.45889
	Factor 3	
*32.	Can you now play Fritz Perls not liking Gloria? What would you say?	-.63554
*34.	What would Gloria answer to that?	-.62144
*33.	Say, "You are a phony."	-.61691
30.	What does this mean? Can you develop this movement?	-.53748
35.	Say, "Fritz, you are a phony."	-.52578
31.	Develop it as if you were dancing.	-.44681
	Factor 4	
*56.	So anytime you want somebody to pay attention to you, you crawl into a corner and wait until the rescuer comes.	-.82969
*57.	This is what I call phony.	-.79559
*58.	That is a phony because it's a trick. It's a gimmick to crawl into a corner and wait there until somebody comes to your rescue.	-.68970
*55.	Oh. You don't have enough courage to come out by yourself. You need somebody to pull the little damsel in distress out of her corner?	-.66869
	Factor 5	
*22.	Sure, you're bluffing, you're a phony.	.71692
*21.	Are you aware of your smile? You don't believe a word you are saying.	.70600

23.	Yes. You say you are creative, you laugh and you giggle and you squirm. It is phony. You put on a performance for me.	.56672
20.	Don't you want me...	.44812

Factor 6

*45.	Again.	.80026
*44.	Now do this again.	.74296
*46.	How do you feel now?	.73270

Factor 7

*64.	Good. I am 30 now. Imagine I'm 30. Now you scold me.	-.67776
*65.	Embarrass me. Tell me what...	-.64751
*63.	How old must I be?	-.61090
*62.	Fine. Now exaggerate this. What you just said, talk to me like this.	-.56020
66.	Tell me. Embarrass me. Tell me how old, how ugly I am.	-.49966
61.	Right. Sure, we are playing games. But in spite of the games, I think I have touched you now and then. I think I have hurt you when I called you a phony.	-.46023
60.	Good. Now play Fritz passing judgment.	-.42086

Factor 8

*1.	Hello, Gloria. Please sit down.	-.80925
*2.	We are going to interview for half an hour.	-.79301
3.	You say you are scared, but you are smiling. I don't understand how one could be scared and smile at the same time.	-.54577

Factor 9

*26.	That's right. You didn't have to cover up your anger with your smile. In that moment, in that minute, you were not a phony.	-.69285
*25.	Wonderful. Thank you. You didn't squirm for the last minute.	-.65136
*27.	In other words, when you are mad, you are not a phony.	-.60549
28.	Again.	-.51759
29.	O.K. Pick on me.	-.40110

Factor 10

*77.	Say this again.	-.67044
*76.	You mustn't cry in my presence.	-.66374
78.	Are you aware that your eyes are moist?	-.58518
79.	Could you choke me?	-.49455

Factor 11

*99.	And the other way around, you would have to be my baby. You would cry, you would like to play the baby and be comforted and heartened, poor thing, poor...	.70035
*100.	I tell you something, Gloria, I think we came to a nice closure. We came to a little bit of understanding. I think we can finish this scene or situation.	.61799
98.	You'd hug me.	.53383
97.	Now, if I am really hurt, if I would cry, what would you do with me?	.42230
96.	What you just said, just that sentence.	.41441

Factor 12

*69.	Wonderful.	-.64771
*70.	This is quite true. Our contact is much too superficial to be involved in caring. I care for you as far as you are right now my client--I care for you as I'd like to--like an artist bringing something out which is hidden in you. This is as far as I care.	-.56985
*68.	But I have hurt you. You came out quite a bit.	-.53182
67.	Well, Gloria, can you sense one thing? We had quite a good fight?	-.41374

Factor 13

*53.	Sure now?	.68803
*52.	You don't demand respect?	.58335
*54.	Then do it. Who's preventing you except yourself?	.55132
51.	Can you say the same as Gloria? Something similar as Gloria. Go through the same act as Gloria. I demand respect because.	.54070

Factor 14

*41.	Did I ask you to explain?	-.67784
*42.	No.	-.67003
*43.	That is right. Kicking your feet. I did not ask you to explain it. It's your imagination. That is not this Fritz, it is the Fritz of your imagination. There is a big difference.	-.54603
39.	Oh dear. I've got eyes. I can see you are kicking your feet. I don't need a scientific computer to see that you are kicking your feet.	-.49187

Factor 15

*74.	That's verbage. You are not--you are getting back into your safe corner.	-.66814
*75.	Now go back to your safe corner. Because we have to part very soon. You stay in your safe corner and you came out for a moment. You merely met me, could get a little bit angry with me. Now go back to your safety.	-.55842

Factor 16

*4.	Do you have stage fright?	-.75828
*5.	You said I'd get you in a corner, and yet you put your hand on your chest. Is this your corner?	-.59544
3.	You say you are scared, but you are smiling. I don't understand how one could be scared and smile at the same time.	-.44637

Factor 17

*37.	Yeh.	.77160
*36.	A showoff.	.64267
*38.	To know the answers is not really human?	.60567

Factor 18

*17.	Oh--you are bottling me up, right and left.	-.56849
*18.	Oh. I think the other way around. If you play dumb and stupid, you force me to be more explicit.	-.56231
16.	What would it do for you to be dumb and stupid. Look at it like this--what would it do to me, if you play dumb and stupid?	-.52912

Factor 19

Factor 20

*90.	Can you say this to me? Fritz you are icky?	-.69224
*89.	Do this more.	-.61241

Factor 21

*73.	Never mind. But you want, you need respect.	.63303
*85.	Now we are getting some place. First you want to be close to me and now you are afraid to be too close to me.	.59229
*71.	How should I be? Give me a phantasy. How could I show you of my concern with you?	.56324
87.	But we've got the two poles of existence now. Either far away in the corner or be so close that you get melted into one with the other person. And apparently trouble between the two extremes.	.54246
72.	I see.	.50557
86.	That's right. Now we've got the two poles of existence.	.47888

Factor 22

*82.	Would you jump on me if I would cry?	-.70485
*81.	What would this do for you?	-.63783
83.	But I would jump on you if you would cry. You are sure of this?	-.49800
80.	Why not for real?	-.44658

Factor 23

*47.	Playing stupid.	-.70844
48.	You said, "I don't know." This is playing stupid. You did something with your hair there. Is there by any chance something about my hair that you object to.	-.46132

Appendix H

		ROGERS
	Factor 1	
*53.	Although you are saying--I expect it is--but you are saying too that you know perfectly well the feeling within yourself that occurs when you are really doing something that's right for you.	.74158
*54.	You can really listen to yourself sometimes and realize, "Oh no, this isn't the right feeling. This isn't the way I would feel if I was doing what I really wanted to do."	.67334
*49.	I am interested that you say, I'm not just sure which words you used, but you don't like yourself or don't approve of it when you do something against yourself.	.61611
55.	I sense that in those utopian moments, you really feel kind of whole. You feel all in one piece.	.58954
51.	I see. Because in the moment, it may seem like your true feelings.	.45581
44.	So you kind of reproach yourself for that. I guess you feel, why if I was anybody, or if I was grown up, I'd be mature enough to decide things like this for myself.	.45388
50.	It sounds like you're feeling a contradiction in yourself too, although what I heard you saying in part is, the way you like it is when you feel really comfortable about what you are doing.	.43765
43.	It is so damned hard to really choose something on your own, isn't it?	.40477
46.	The point is, you haven't forgotten.	.40390
	Factor 2	
*8.	And really both alternatives concern you. That she may think you're too good or better than you really are.	.63773
*10.	I see. It really cuts a little deeper. If she really knew you, would she, could she accept you.	.62850
*9.	Or she may think you are worse than you are.	.61898
*4.	And it's this concern about her and the fact that you really aren't, that this open relationship that has existed between you, now you feel it's kind of vanished?	.60733
*7.	You feel she'll suspect that, or she'll know something is not quite right?	.60646
*6.	Because what you really want is an answer.	.60544
5.	I sure wish I could give you the answer as to what you should tell her.	.57700
11.	And so it is quite clear that it isn't only her problem or the relationship with her, it's in you as well.	.50309
12.	What can I accept myself as doing? And you realize that instead of sort of subterfuges so as to make sure that you're not caught or something, you realize that you are acting from guilt, is that it?	.46873
13.	And if you can't accept them in yourself, how could you possibly be comfortable in telling them to her?	.44198

Factor 3

*61.	So you slap at him and say, "This is what I am now, see."	.64812
*64.	It is much easier to be a little flip because then you don't feel that big lump inside of hurt.	.61696
*62.	You really feel badly that you think there is very little chance he will say that.	.58732
*60.	That's right.	.57095
65.	You feel that, "I am permanently cheated."	.55971
59.	You were trying like hell to be the girl he wanted you to be.	.55339
63.	He has never really known you and loved you and this, somehow, is what brings the tears inside.	.51684
68.	All I can know is that I am feeling and that is I feel close to you in this moment.	.41632

Factor 4

*28.	It sounds like a tough assignment.	-.57552
*25.	That's right.	-.53262
41.	I see.	-.48366
51.	I see. Because in the moment, it may seem like your true feelings.	-.41309

Factor 5

*31.	One thing I might ask, what is it you wish I would say to you?	-.62680
*15.	And I guess I'd like to say, "No, I don't just want to let you just stew in your feelings," but on the other hand, I also feel that this is the kind of very private thing that I couldn't possibly answer for you. But I sure as anything will try to help you work toward your own answer. I don't know whether that makes any sense to you, but I mean it.	-.44921
*29.	It sounds like a triangle to me, isn't it? You feel that I, or therapists in general, or other people say, "It is all right, it is all right, it is natural enough, go ahead," and I guess you feel your body sort of winds up on that side of the picture. But something in you says, "But I don't like it that way, not unless it is really right."	-.41846

Factor 6

*21.	But I guess I heard you saying too, that it isn't only the children, but you don't like it as well when it isn't really...	.63332
*23.	But you feel, really, that at times you are acting in ways that are not in accord with your own inner standards.	.61067
*20.	I guess I hear you saying, "If what I was doing, when I went to bed with a man, was really genuine and full of love and respect and so on, I wouldn't feel guilty in relation to Pam, I really would be comfortable about the situation."	.55949

*16.	Yes, I get the disappointment--that here, a lot of these things that you thought you'd worked through, and now the guilts and the feeling that only a part of you is acceptable to anybody else.	.54046
19.	I realize...You sound as though your actions were outside of you. You want to approve of you but what you do somehow won't let you approve of yourself.	.52933
24.	But you were also saying, a minute ago, that you feel you can't help that either.	.52599
17.	That keeps coming out. I guess I do catch the real deep puzzlement that you feel as to what the hell shall I do?	.49951
14.	And yet, as you say, you do have these desires and you do have your feelings, but you don't feel good about them.	.48870
22.	And somehow, sometimes, you kind of feel like blaming them for the feeling you have. I mean, why should they cut you out from a normal sex life.	.48679
26.	I guess, I am sure this will sound evasive to you, but it seems to me that perhaps the person you are not being fully honest with is you? Because I was very much struck by the fact that you were saying, "If I feel all right about what I have done, whether it's going to bed with a man or what, if I really feel right about it, then I do not have any concern about what I would tell Pam or my relationship with her."	.43057

Factor 7

*57.	That really does touch you, doesn't it?	.66830
*56.	I expect none of us get it as often as we'd like, but I really do understand it.	.62632
58.	You look to me like a pretty nice daughter. But you really do miss the fact that you couldn't be open with your own Dad.	.42485

Factor 8

*2.	Won't you have a chair? Now then, we have half an hour together and I really don't know what we will be able to make out of it but I hope we can make something of it. I'd be glad to know whatever concerns you.	.67323
*1.	Good morning. I'm Dr. Rogers, you must be Gloria.	.61638
3.	I hear the tremor in your voice so...	.41637

Factor 9

*47.	I guess the way I sense it, you've been telling me that you know what you want to do and yes, I do believe in backing up people in what they want to do. It's a little different slant than the way it seems to you.	-.73858
*48.	You see, one thing that concerns me is it's no damn good to do something that you haven't really chosen to do. That is why I am trying to help you find out what your own inner choices are.	-.53221

Factor 10

*18. Or, I guess I hear it a little differently--that what you want is to seem perfect, but it means a great--a matter of great importance to you to be a good mother and you want to seem to be a good mother, even if some of your actual feelings differ from that. Is that catching it or not? -.40211

Factor 11

Factor 12

*34. What I mean is you have been sitting there telling me just what you would like to do in that relationship with Pam. .70995

*35. I guess one thing that I feel very keenly is that it's an awfully risky thing to live. You'd be taking a chance on your relationship with her and taking a chance on letting her know who you are really. .60278

*33. You don't sound so uncertain. .60059

Factor 13

*29. It sounds like a triangle to me, isn't it? You feel that I, or therapists in general, or other people say, "It is all right, it is all right, it is natural enough, go ahead," and I guess you feel your body sort of winds up on that side of the picture. But something in you says, "But I don't like it that way, not unless it is really right." -.50534

*32. You know very well what you'd like to do in the relationship. You would like to be yourself and you'd like to have her know that you're not perfect and do things that maybe even she wouldn't approve of, and that you disapprove of to some degree yourself, but that somehow she would love you and accept you as an imperfect person. -.46510

Factor 14

*67. No. I meant about the real close business. -.72434

*66. I don't feel that's pretending. -.63502

68. All I can know is that I am feeling and that is I feel close to you in this moment. -.45504

Factor 15

*12. What can I accept myself as doing? And you realize that instead of sort of subterfuges so as to make sure that you're not caught or something, you realize that you are acting from guilt, is that it? .55351

*11. And so it is quite clear that it isn't only her problem or the relationship with her, it's in you as well. .52953

Factor 16

*39. You sort of feel, I want them to have just as nice a picture of me as they have of their Dad and if his is a little phony, then mine will have to be too. I think that's putting it a little too strongly. -.52628

to 1/72